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ABSTRACT

Statements of learning objectives are provided to help clarify and direct the teaching of psychology in Wisconsin schools and to help educators identify the most significant ideas in the discipline which should be incorporated into the K-12 curriculum. These statements, or "descriptors," were developed after the State of Wisconsin Social Studies Curriculum Study Committee mandated in 1976 that a guide to elementary and secondary school psychology be developed. Psychology had been taught previously in the high schools, but there were no guidelines for curriculum development. Elementary level psychology had focused mainly on mental health and self-concept. This document presents ten basic concepts of psychology and 48 statements about psychological understanding which students should acquire. The statements are grouped into categories including the biological basis of behavior, motivation, personality theories, normality and deviancy, social existence, and ethics in social science. An example of a statement is, "The student should know that development is a continuing process of maturational and environmental interaction." Three appendices contain ideas for course organization; a list of 166 resource materials, course descriptions, curriculum guides, and instructional units; and annotations of 18 psychology textbooks. (Author/AV)

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DESCRIPTORS

FOR

PSYCHOLOGICAL UNDERSTANDING

A GUIDE TO ASKING QUESTIONS ABOUT LEARNING RELATED TO PSYCHOLOGY IN WISCONSIN SCHOOLS, K - 12

SØ 010 881

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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PREFACE

As part of the framework for social studies education in our state, the concepts and methods of psychology should be introduced and developed from kindergarten through the twelfth grade. Descriptors for Psychological Understanding was developed to help bring clarity and direction to the teaching of psychology in Wisconsin schools.

This publication will help educators identify and deal with the most significant ideas in the discipline, as well as provide some general goals that the State Committee believes Wisconsin students should achieve relative to psychological understanding.

I invite you to make use of this guide and would welcome your suggestions, viewpoints, and reactions to this publication.

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I. INTRODUCTION

In the Fall of 1976, the Discipline Sub-Committee on Psychology was charged by the State of Wisconsin Social Studies Curriculum Study Committee to provide a guide to elementary and secondary school psychology by constructing a document consisting of major concepts and specific goal descriptors for the discipline of psychology.

The purpose of this document is to stimulate different approaches to curriculum development in Psychology at all grade levels. The content is neither "truth" nor the ultimate curriculum guide for psychology in the schools. Rather this work is perceived by its authors to be a "thought piece" containing broad as well as precise concepts which the creative professional can use in K-12 curriculum development.

Special Issues

Although psychology has been taught in the high schools for over 140 years (Roback, 1952) the growth of Secondary School Psychology programs began accelerating at a high rate at mid-century. The growth of such programs doubled in the 1960-1970 decade and today, conservative estimates indicate that 10,000 teachers are providing high school psychology courses to over 508.792 students (Fenster & Cameron, 1975, Zunino, 1974). This growth has been accompanied by diverse problems, the most important of which is guidance and direction for curricular development at the precollege level. The teaching of psychology at any level is most typically directed toward the university undergraduate, or even until recently the graduate student. However, current survey data on the exit points of students indicated that of every 100 students entering first grade, only 50% finish high school. From this group of graduates, one third (about 16 students) pursue advanced learning. Only about half of these students choose to attend a university. Therefore, while statistics will vary from region to region, only eight out of every 100 elementary school children reach a university (Kasschau & Wertheimer, 1974). Most high school teachers then have as their primary target population students for whom their high school psychology course or courses is their last formal contact with the discipline.

Psychology is even more neglected at the elementary level, although it is actually taught in many guises and has been promoted in the literature (Roen, 1965, 1966, 1967). When psychology is taught as a specific curricular area at the elementary level, it is typically associated with mental health, self-concept, and other exclusively affective goals, as if children's emotional and social lives were an appendage attached to their bodies. However, the elements for the full discipline of psychology are ubiquitous in the K-8 classroom. "Health" and science lessons are replete with material for the explication of the scientific process and reflect such hard core psychological subjects as psychopysics. Units on pets and animals contain material on comparative psychology as well as valuable material on instinct and adaptive learning. Mnemonic strategies used by every elementary teacher, e.g., "Put your thinking caps on," contain valuable material in cognition.

Any broad or narrow area of social studies implicitly contains principles of social psychology. One particularly germane example comes from the ingenious Mrs. Jane Elliott of Riceville, Ohio. Suddently one morning she announced to her third grade class that all the brown-eyed children should be the "ruling class" and the blue-eyed children subservient to them. Dramatic changes expected from any study in dehumanization began to occur immediately. The next day, Mrs. Elliot reversed the procedure and the predictable results occured (Zimbardo and Ruch, 1976). Mrs. Elliott's lesson taught the children principles of group interaction, prejudice and human dignity. She also taught them principles of controlled experimentation and the basic principles of complex attribution theory. Her "debriefing" session provided an excellent lesson on ethics in the Social Sciences.

While the committee recognizes that Jerome Bruner's famous principle: "Any subject can be taught effectively in some intellectually honest form to any child at any state of development." (Bruner, 1960) is open to challenge, we hope that our work will stimulate elementary teachers at least to an awareness of curricular content which is or could be the proper subject matter for psychology.

Another key issue which every precollege teacher of psychology must address is the philosophical basis for his/her curriculum development. This problem is not unique to precollege teachers of psychology and to some extent is inherent in the discipline. However, because the precollege teacher frequently is the only specialist in an entire school or even a school district, it is difficult to offer the diversity of intellectual approaches provided by a university department faculty of 15 to 30 members.

Further, the issue of "what kind" of psychology should be taught at the precollege level has become a red herring that causes devisiveness among hard pressed psychology teachers, bad pedagogy, and is also dehumanizing to both students and teachers. This false issue involves the relative merits of the "Personal," "Student Oriented," "Humanistic" approach vs. the "Discipline" or "Scientific" approach to psychology. The former is characterized by the use of subjective The latter centers on objective data, the scientific process, and emphasizes the basic principles and concepts of the discipline. John Bare has described the two approaches as being either "....the study of me with the hope of understanding you, ...(or) the study of you with the hope of understanding me." On the surface, each position appears to be a viable curricular approach which teachers may choose or reject. However, this issue divides high school teachers in a most impassioned manner, and with good reason. This polarity at the curricular level is a flase dichotomy which threatens the integrity of the discipline, and implies that human beings are some sort of mechanical dolls neatly arranged into separate affective and cognitive components. Further, the issue frequently carries the implication that "Personally" oriented psychology teachers do not, and cannot have the proper command of the total discipline and therefore, must rely on loose interpretations of subjective experience. The "discipline" teachers, on the other hand, are characterized as robots who place knowledge and information above the personal needs of their students, if they attend to such needs at all.

The psychology of sub-committee is committed to a position variously labeled as "Synthesis" (Kasschau & Wertheimer, 1974) or "Conceptual" (Ross, 1972) or from the authors' viewpoint, the "commonsensical." This approach involves communicating

the basic concepts and principles of the total discipline of psychology, but in a manner that is directed toward the needs of any given student population. It assumes that the high school counselor is bringing his knowledge of the total discipline toward helping his/her students realize their full potential, and that the senior psychology teacher presenting a lession on central tendency and variance is equally involved in "affective education." This approach also follows the charge to psychologists given by George Miller in his presidential address to the American Psychological Association, "give psychology away" (Miller, 1960). He was asking that psychologists not abandon their laboratories or theoretical research, but rather that they begin to communicate their findings in a way to help solve the problems of society. As Kasschau and Wertheimer (1974, p.27) note: "For precollege courses in psychology, this plea implies the presentation of the principles of psychology and their careful, considered application to everyday problems."

II. PSYCHOLOGY

Basic Concepts for Social Studies Curriculum Development

Psychology is the study of behavior. It is concerned with what individuals and groups think, feel and do. Psychology deals with behavior as a systematic body of knowledge and as a process of gaining insight into "self" and others.

Basic Concepts

Behavior

Acts, movements and responses: what human beings do.

Science

An organized body of knowledge. Science in psychology is characterized by theory, precise measurement and the experimental process.

Perception

An individual's "view" of the world.

Motivation

Internal process which partly determines the strength and direction of an individual's behavior.

Learning

A relatively permanent change in behavior and the processes whereby such changes occur.

Cognition

The process by which individuals think and know.

Personality

The sum total of the ways in which an individual characteristically reacts to and interacts with others.

Deviance

That behavior which is inconsistent with the norms and values of society.

Social Behavior

Individual behavior involving other. The behavior of groups.

Socialization

The process by which an individual comes to recognize, practice and identify with the values, attitudes and basic belief structure of the dominant institutions of his or her society.

III. DESCRIPTORS

A. Goals of Psychology

Description

1. The student should know that in science, evidence is comprised of data, operationalized reports or measurements of observed events.

Explanation

2. The student should know that explanation in psychology as a science refers to the analysis of the stimulus conditions which function to determine particular behaviors.

Prediction

3. The student should know that prediction in psychology refers to precisely stated hypotheses of conditions determining behavior.

Control

4. The student should understand that in psychology, control involves knowing the necessary and sufficient conditions under which behavior occurs.

Improving the Quality of LIfe

5. The student should have an appreciation of the most recently emerging goal of psychology: applying the knowledge of this discipline to improving the quality of life.

B. Central Issues in Psychology

Biological vs. Environmental Basis of Behavior

1. The student should know that some psychologists emphasize the inborn, innate causes of behavior, and other the environmentally determined causes. These issues are stated in terms of Nature vs. Nurture; Nativism vs. Empiricism; and Heredity vs. Environment.

Behaviorists vs. Phenomenologists

2. The student should understand that some psychologists stress a strict empirical analysis of behavior, while others emphasize internal subjective experience.

Universal Laws vs. Individual Uniqueness

3. The student should understand that psychology seeks universal laws of behavior. However, the recognition of the individual uniqueness of persons is also a vital component of psychology.

Dispositional vs. Situational Attribution

4. The student should understand that some schools of thought emphasize dispositional (within the person) variables for behavior, while other emphasize situational (from the environment) variables for such explanations.

C. Psychology as a Social Science

The Process of Science

1. The students should discover that science is an unending process of inquiry

The Methods of Science

2. The student should know the basic methods of psychology as a science: replication, and the basic principles and techniques of descriptive and inferential statistics.

D. Biological Basis of Behavior

Behavior Genetics

1. The student should understand that basic behavioral predispositions are genetically based and interact with the environment in complex and yet unknown ways. Such interactions are vital to understanding behavior. Further, Behavior Genetics is that aspect of psychology which most empirically demonstrates the uniqueness of each individual.

The Nervous System

2. The student should know the basic anatomy and physiology of the nervous system in respect to its relationship to behavior.

Hormones and Behavior

3. The student should know the essentials of the role of hormones, particularly the endocrine system in behavior.

The Brain and Behavior

4. The student should understand that the brain is a major part of the total integration of the body with its environment. Such integration is a total feedback system in which the brain and environment are both vital components in regulating behavior.

E. Adaptive Behavior

Learning and Conditioning

1. The student should know the essential components of formal learning theory or the analysis of the basis for stimulus-response bonds. These principles include: operant conditioning, respondent conditioning, reinforcement, generalization, discrimination, and transfer.

Memory

2. The student should know the basic three storage models of memory: sensory, short term, and long term. The student should also know the conditions governing each system and the interaction of those conditions with the total thinking process.

Information Processing

3. The student should know the basic input (stimulus) - output (response) model of information processing and its component parts: perception, memory, and problem solving capacities. The student should know the conditions governing each of these processes.

Cognition

4. The student should understand that the study of cognition literally refers to the study of thinking behavior. However, the concept refers specifically to the study of consciousness and theories which view man as a rule-governed organism.

Intelligence and Intelligence Assessment

5. The student should know that intelligence refers to the description of assumed general mental or learning ability as expressed in intelligence tests. The student should have a critical knowledge of the major issues relating to IQ and intelligence tests: validity, reliability, stability, genetic basis, and relation to other variables such as school learning, adjustment and vocational success.

Language

6. The student should know the two basic theories of language: Skinnerian Associationism and Psycholinguistics.

7. The student should know that language is composed of two basic components: structure and meaning. Further, the student should know the basic conditions governing the development of these components.

8. The student should know that there is a relationship between language and thinking.

Cognition and Learning Theory

9. The student should have a critical knowledge of the differences between cognitive theorists (mentalists - emphasis on internal thought processes) and learning theorists (behaviorists - emphasis on overt behavior). The student should be aware that the synthesis of cognitive theory and learning theory is an emerging trend in psychology today.

F. Foundations for Action

Perception

1. The student should understand that our perception of a constant and predictable physical world is the result of: 1) sensory receptors and neural integration, 2) stimulus relationships in the environment, and 3) the creative processing of sensory inputs by the emotional and cognitive processes within the individual.

Altered States of Consciousness

2. The student should have a constructive and critical awareness of emerging new areas of perception, which represent frontiers of the unknown at this time: extrasensory perception, split brain phenomena, and the bicameral mind, hypnosis, psychedelic experiences, meditational states and biofeedback.

G. Motivation

1. The student should understand that motivation is a hypothetical construct used to explain behavior. Further, the student should have a critical appreciation of the difficulties in defining motives.

2. The student should know that biological, social and cognitive motives operate in complex interactions to determine behavior.

Emotion

3. The student should understand that emotion is an affective state determined by physiological, situational and cognitive appraisal variables.

Conflict, Stress and Coping Strategies

4. The student should understand that stress can have both positive and negative effects on behavior.

5. The student should have an awareness of the main techniques of coping strategies together with applications of these strategies to his own life.

H. Personality Theories

Models of Personality

1. The student should understand that the study of personality involves models of "within the person" dispositional variables.

2. The student should know and have a critical understanding of the main models of Personality Theory: Psychoanalytic, Psychodynamic, Trait and Type Theories, Behavioristic, Humanistic, Ecological, and Eastern and Oriental models.

3. The student should know the basic types of personality assessment: Interviews, Case Studies, Paper and Pencil tests, and Projective tests. Further, the student should have a critical understanding of the validity, reliability, and proper use of these techniques.

I. Development of the Person

Maturational and Environmental Aspects of Development

1. The student should know that development is a continuing process of maturational and environmental interaction.

Continuity vs. Discontinuity in Development

2. The student should know that development is viewed as both a continuing additive function of establishing habits (learning theory) and a discontinuous process of discrete stages, (Freud, Erickson, Piaget).

3. The student should know the basic physiological, emotional, social and cognitive characteristics for the following chronological states of development: infancy, toddler, pre-school, middle childhood, adolescence, adulthood and senescence.

4. The student should know that love, early and late attachment behaviors are vital to social, emotional and cognitive growth.

5. The student should understand that socialization is the process by which a child acquires behaviors, beliefs, standards and motives that are appropriate to his culture and family. In Western society, chief areas of socialization for children are dependency, aggression, achievement, anxiety, sex role and moral development. The student should know the main mechanisms involved in developing and inhibiting behaviors in each of these areas.

J. Normality and Deviancy

1. The student should know that normality and deviancy are defined by cultural norms.

2. The student should understand that one tends to attribute deviancy in others to dispositional variables, and deviancy in oneself to situational variables.

Models for Analysis and Intervention of Deviant Behavior

3. The student should know and have a critical appreciation of the following models for analysis and intervention of deviant behavior: medical model, behavioristic model (social and cognitive behaviorism), psychodynamic models, humanistic models, the ecological model (community mental health).

K. Social Existence

Adaption and Learning in Evolutionary Perspective (Comparative Psychology)

1. The student should know that species similarities and differences in adaption to the environment provide some underlying principles for human social existence.

The Social Basis of Behavior

2. The student should understand that social behavior is primarily determined by situational variables. Dispositional variables develop and influence social behavior primarily through man's cultural traditions and institutions-church, gods, taboos, and ethics.

3. The student should understand that social behavior is most typically based on "person perception" rather than objective reality (attribution theory).

4. The student should understand that social behavior is also motivated by a need for consistency in one's beliefs and actions (dissonance and consistency theories).

5. The student should know the underlying principles and mechanisms in the following specific areas of social behavior: interpersonal attraction, attitude change and persuasion, group dynamics, conformity, leadership, violent encounters, collective and institutionalized violence, prejudice, racism, sexism, dehumanizing factors in modern life (overcrowding, anonymity, deindividualization), altruism, and helping behavior.

6. The student should understand that individuals are part of a psychological as well biological ecosystem and behavior in a community is determined by psychosocial interdependency more than by isolated traits or individual stimulus variables.

L. Ethnics in Social Science

The student should understand and appreciate that the control of behavior is a serious responsibility. Any intervention in the life of another individual represents some degree or control. Specific ethical concerns in psychology include: voluntary aspects of intervention, distess of individuals, deception, risk/benefit decisions and complex issues involved in social engineering.

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Resources

1. H. Michael Hartoonian, Social Studies Specialist, Department of Public Instruction, 126 Langdon Hall, Madison, WI (Bibliographies, Curriculum guides).

2. The Wisconsin Secondary School Psychology Teachers:

   Darrell Russell, President

   Kay Krause, Corresponding Secretary, Tremper High School, 8560 26th Ave., Kenosha, WI 53140.

   Mary Readel, 1055 Clayton Road, Green Bay, WI 54302.

   Rev. Gerald Hessel, 3501 S. Lake Dr., Milwaukee, WI 53207.
   (Newsletter, conferences, material and personal resource assistance)

3. American Psychological Association Clearing House on Pre-College Psychology and Behavioral Science.

   Ms. Margo Johnson
   APA Educational Affairs Office
   1200 Seventeenth St., N.W.
   Washington, DC 20036.

   A. High School Psychology Teacher (Formerly Periodically; National High School Psychology Newsletter - no cost).

   B. "Resource Materials, Course Descriptions, Curriculum Guides and Instructional Units," 1977 (lists over 160 sources of material for use in the high school psychology classroom - no cost). see Appendix B.

   C. "Textbooks," 1977 (annotated bibliography of high school pyschology textbooks - no cost). See Appendix C.

   D. "Teacher Preparation and Certification," 1976 - no cost.

   E. "Recent Surveys and Studies," 1976 (update of general bibliographies from 1974).

4. Bare, John. Psychology: Where to Begin. Washington D.C.: American Psychological Association, 1972. $1.00

5. Kasschau, R., & Wertheimer, M. Teaching Psychology in Secondary Schools. Washington, D.C.: APA, 1974. $2.50

6. Psychology Teacher Resource Book, first course. Washington, D.C.: APA, 1973. $3.00

7. High School Behavioral Science. New York: Human Sciences Press.

8. Teaching Psychology. Washington D.C.: APA.

APPENDIX A

IDEAS FOR CURRICULAR AND COURSE ORGANIZATION

The actual curricular organization for any psychology course will be dependent upon the teacher's background and student needs. The goal descriptor document happens to include a discipline oriented curricular organization used by many teachers. Even this arrangement, however, may need modification. A short course of selected topics could be derived from it, or it could be extended to a two semester course.

Bare (American Psychological Association, 1973, pp. 158-165) provides an extended discussion of types of curricular organization for secondary school psychology including the following "Issues and Problems" organization:

Issues and problems

Is there a mind?
Is psychology a science?
Is psychology an independent science?
Is clinical paychology a science?

Is the heredity vs. environment polarization a red herring?
Is behavior inherited?

How to study effectively
Subliminal advertising
Sensory deprivation
ESP

Can you teach an old dog new tricks?
When does learning start?
is LSD or pot harmful?
How do different drugs affect different animals?
Do you need a brain to learn?

Are blacks different?
Should marriage between children of schizophrenics be permitted?
Myth of mental illness
Is intelligence inherited?
"Jensenism"

How are clinical psychologists and engineers alike and different?

Another possibility centering around the commonly popular topic of stress and adjustment could encompass all of the goal descriptors:

Stress, Adjustment and Coping Behaviors

1. Biological vs. Environmental Bases of Behavior

2. Biological Foundations of Stress

3. Envrionmental Sociological Foundations of Stress

4. Coping Strategies
(Personal and Societal)

Any psychology teacher could immediately think of three or four alternative modes of organization for this topic alone. Further topics or courses on "contemporary life" afford even more creative modes for incorporating the goal descriptors.

Finally, in view of the fact that at least forty to sixty percent of any elementary or secondary psychology class will not be attending college, there are a number of ways in which the goal of Psychology, "Improving the Quality of Human Life," could be attained through various arrangements of the goal descriptors.

For example, psychophysiology could be taught in the context of drugs, nutrition, hormones and sexual behavior, or even sickle cell anemia. Child development could center on prenatal care, cognitive, emotional and social effects of early attachment and learning, day care centers, and children's play, as well as adolescence and transadulthood. Social psychology could be taught in the context of conflicts existing in the local community. A similarly germane topic could be used to illustrate problems in the ethics of social engineering, an area in which every citizen needs to have some basic knowledge. Learning and cognition could be taught in the context of effective study skills. Perception could involve topics of domestic and industrial aesthetics, as well as human factors and environmental adaption. Psychology as a science could be taught in the context of emerging new areas of psychology that have prematurely become components of "Pop Psychology" such as "ESP, biofeedback and altered states of consciousness.

In line with the committee's "commonsensical" curriculum philosophy, it would be important for a teacher using the last practical approach to respect the student's potential intellectual and cognitive ability, as well as his/her ability to grasp underlying principles of psychology even when the student's current academic performance and cultural background may suggest that such potential is limited (Ross, 1972). Watered-down "relevant" psychology courses are disastrous both to the student's development and the discipline itself.

APPENDIX B

RESOURCE MATERIALS, COURSE DESCRIPTIONS,

CURRICULUM GUIDES AND INSTRUCTIONAL UNITS, 1977

Teaching of Psychology in the Secondary School: Resource Materials, Course Descriptions, Curriculum Guides, and Instructional Units

A bibliography prepared by the
APA Clearinghouse on Precollege Psychology

American Psychological Association. Psychology teacher's resource book: First course. Washington, D. C.: Author, 1973. Pp. 179. $3.00 paper. (Available from the American Psychological Association, 1200 Seventeenth Street, N. W., Washington, DC 20036.)

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* Entries with "ED" numbers are available from the ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210.

** A complete set of the Teaching of Psychology Newsletter (1965-1974) is available as MS. No. 734 for $14.00 from Journal Supplement Abstract Service, American Psychological Association, 1200 Seventeenth Street, N. W., Washington, DC 20036.

*** Back issues of Psychology Teaching are available for 2 pounds each, plus postage, from David Rose, Department of Psychology, University of London, Goldsmiths' College, New Cross, London SE14 6NW.

APPENDIX C

TEXTBOOKS, 1977

March 25, 1977

Since the attached bibliography was printed, three more psychology texts written for the high school have come to our attention. They are listed below. No reviews of them are available.

Grace, M. S., Nicholson, P. T., & Lipsitt, D. R. Your self: An introduction to psychology. New York: Hart Publishing Co., 1976. Pp. 781. $7.95 paper.

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Cytrynbaum, S. Wanted: An experiential textbook. Contemporary Psychology, 1969, 14, 676-677. (Review of An invitation to modern psychology by H. F. Gallup)

Forgus, R. H. Something for everyone: Introductory texts. Contemporary Psychology, 1972, 17, 270-273. (Review of Psychology: A brief introduction by M. Wertheimer, M. Bjorkman, I. Lundberg, & D. Magnusson)

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Social Science Education Consortium. Review of Psychology: A brief introduction by M. Wertheimer, M. Bjorkman, I. Lundberg, & D. Magnusson. Social Studies Curriculum Materials Data Book, Textbooks, October 15, 1973.

Truner, R. H. Preview of Psychology: Its principles and applications (6th ed.) by T. L. Engle & L. Snellgrove. Contemporary Psychology, 1974 19, 420.

Teaching of Psychology in the Secondary School: Textbooks

Following is a list of textbooks written for or widely used in psychology courses at the secondary school level. Annotations are excerpted from reviews that have been published in the Psychology Teacher's Resource Book and Periodically.

Branca, A. A. Psychology: The science of behavior (2nd ed.). Boston: Allyn & Bacon, 1968. Pp. 584. $7.52 cloth. Accompanying materials: instructor's manual.

"The book is essentially traditional in covering topics usually found in an introductory text. It is designed for the high school audience, with an appropriate vocabulary level. Its goal is to offer psychology as a science and on an experimental base, although it includes such topics as personality, intelligence, and behavior disorders treated within an objective framework. The approach is descriptive and nonpolemical . . .

There is an index and glossary for the book as a whole. For each chapter there are lists of New Words and Old Words with Psychological Meanings, Things to Do, Thought Questions, and Suggested Outside Readings. Most of the latter are chosen carefully from books of readings, the Scientific American, and other texts so that a very extensive set of library materials is not necessary for outside support." (See also APA, 1973.)

CRM Books. Understanding psychology. Del Mar, Calif.: Author, 1974. Pp. 435. $7.46 cloth. Accompanying material: instructor's manual with test items.

"Aside from the index, there is virtually no place to which one can open this text without finding at least one photograph, drawing, or cartoon--generally in full color. CRM has not substituted illustration for content, however; the book is more than adequate as a survey of the major fields of the profession (applied psychology/human engineering is a notable exception), giving greatest weight to the 'soft' areas (social, developmental, personality, and clinical).

Students should find the organization of the book to their liking. The chapters begin with an outline and conclude with a well-written summary of the major points. In addition, each chapter includes a list of activities that invite students to apply the information in the chapter and relate it to their own experience--an excellent mnemonic. The writing style is of consistently high quality and easily readable." (See also Jones, 1975; Schumacher, 1975.)

Engle, T. L., & Snellgrove, L. Psychology: Its principles and applications (6th ed.). New York: Harcourt Brace Jovanovich, 1974. Pp. 535. $6.30 cloth. Accompanying materials: instructor's manual with test items; and Psychological experiments and experiences, $2.40 paper.

"The names T. L. Engle and Louis Snellgrove as authors should be sufficient recommendation for a high school text in psychology. This is the sixth edition in a series dating back to 1945. The material has been kept up to date, and I find nothing to offset the favorable impressions generated by the authors' names.

The textbook is organized into seven units, each including three chapters, except Unit 1, which is also Chapter 1. Perhaps my only quarrel would be the ordering of this material: 'What is Psychology,' 'Learning,' 'Understanding Human Behavior,' 'Patterns of Behavior' (physiological bases), 'Emotional and Behavioral Adjustments,' 'Small Groups,' and 'Psychology and Society.' However, as the

authors point out, the units may be taught in any order with no problems created thereby. Each chapter concludes with (a) Terms to Know, (b) Topics to Think About, (c) Suggestions for Activities, and (d) Suggestions for Further Reading. Finally, the text concludes with a glossary and a very detailed index. The book is easy to read, contains an adequate number of relevant illustrations, and is quite successful in keeping the principles of psychology in touch with the everyday world." (See also Hill, 1975; Popplestone, 1975; and Turner, 1974.)

Gallup, H. F. An invitation to modern psychology. New York: Free Press, 1969. Pp. 252. $2.95 paper.

"This is a short, eclectic text obviously written for a one-semester introductory course. It manages to squeeze all of the usual areas into a readable, concise piece of work. Uses of examples are liberal and interesting. Also included is an appendix consisting of a program on probability.

While the book ostensibly was meant to deal with human behavior, it does so only in an anecdotal way. Most data cited come from animal studies." (See also APA, 1973; Cytrynbaum, 1969.)

Gordon, S. Psychology for you. New York: Oxford Book Co., 1972. Pp. 489. $4.85 cloth; $2.95 paper. Accompanying materials: instructor's manual. (Now available in a second edition.)

"The book should be of considerable interest to the teacher who is searching for a text that minimizes the experimental scientific side of psychology and places great emphasis on the clinical side . . . The writing style is such that excessive demands are not made on the student. The reading difficulty level, exclusive of technical terms, seems appropriate for students who choose to take a psychology course in high school.

Gordon seems to have made a serious effort to present topics that are likely to be of current interest . . .

While the text may serve the needs of students in a general high school psychology course, it 'would go light on rats, pigeons, and reflexes, . . . [and] go heavy on the processes and problems of personality and interpersonal relations . . . [p. iii].'" (See also APA, 1973.)

Hershey, G. L., & Lugo, J. O. Living psychology: An experimental approach to behavior. New York: Macmillan, 1970. Pp. 449. $7.95 cloth. Accompanying materials: instructor's manual and student workbook. (Now available in a second edition with Lugo as first author.)

"Hershey and Lugo have made an extensive effort to write an introductory psychology textbook for the 1970 student . . . The textbook is a response to suggestions made by introductory psychology students regarding what they wanted included in a text . . . [The] authors break with the traditional nine-page-table-of-contents type of textbook and consider the scientific exploration of behavior under four major topics: 'Understanding Yourself,' 'Understanding the Development of Human Behavior,' 'Dynamics of Human Behavior,' and 'Understanding the Future Development of Human Behavior' . . .

The text does not rigorously explore the scientific discipline of psychology and gives a one-sided view of one kind of psychology. On the other hand, there may be more than one 'psychology'; an introductory psychology course may exist that is not of the traditional survey variety. Therefore, the reviewer recommends consideration of this book at the high school level for teachers who, for one reason or another, must teach a 'living psychology.'" (See also APA, 1973; Pearsall, 1971.)

Kuhn, D., Kingston, A., White, W., & Toomey, M. Human psychology: Development, learning, social interaction. New York: Harcourt Brace Jovanovich, 1975. Pp. 574. $8197 cloth. Accompanying material: instructor's manual.

"This text is for high school students with little or no background in psychology. The reader is introduced to three principal areas of psychology--human development, learning, and social interaction. The section on human development emphasizes the early years (birth to age 12). There is also a chapter on adolescence, but maturation and problems of the elderly are not discussed. The section on learning reviews such traditional areas as transfer, memory, forgetting, and extrinsic and intrinsic motivation . . . The chapters on social interaction examine sex-role differences, race, age, social norms, and a variety of socially relevant concerns . . .

With an introductory text, the student whose knowledge of psychology is limited, has to take a lot on faith. Although that is true of this book regarding its introductory and overview approach, a strong feature is its systematic and simple explanation of principles. Weaknesses fall into two categories: First, several significant areas of inquiry are not discussed (e.g., theories of personality). Second, not enough data from research studies are presented for interpretation. As a result, teachers may not find this text as attractive as some others." (see also Koff, 1976.)

Lippitt, Ronald. Social Psychology: A Resource for Elementary And Secondary Educators. Social Science Education Consortium, Inc., 855 Broadway, Boulder Colorado 80302.

"Lippit discusses some of the ingredients and dimensions of social psychology and cites ten areas of educational practice which can benefit from the application of social-psychological resources."

McKeachie, W. J., & Doyle, C. L. Psychology (2nd ed.). Reading, Mass.: Addison-Wesley, 1970. Pp. 749. Accompanying materials: instructor's manual and test-item file. (Now available in a third edition with M. M. Moffett as third author.)

"The textbook covers the traditional topics found in an introductory presentation. As a text for the high school it would be used best by a sophisticated audience. Several chapters could provide the teacher resources for teaching material or supplementary readings for the students (e.g., 'The Cultural Background of Behavior'; 'Learning'; 'Cognition: Problem Solving, Creativity, and Intelligence'; 'The Person: Personality Characteristics and Their Assessment'; and 'The Person and Society'). At the end of each chapter is a list of Concepts, Principles, and Suggested Readings." (See also APA, 1973; Brown et al., 1971.)

Sandberg, J. H. Introduction to the behavioral sciences: An inquiry approach. New York: Holt, Rinehart & Winston, 1969. Pp. 344. $5.80 cloth. Accompanying materials: instructor's manual.

"The book was written specifically for high school students in a behavioral sciences course . . . A decision was apparently made to avoid comprehensive coverage and to focus instead on a few major areas. As a result, there are only seven chapters: 'On the Nature of Behavioral Science,' 'Coming of Age in America,' 'Adolescence,' 'The Search for Identity,' 'Schizophrenia,' 'Race and Prejudice,' and 'Frontiers of Behavioral Science' . . .

Fifty-eight readings are included, and many are heavily condensed. The approach is primarily one of preceding each reading with questions and accompanying explanations of difficult concepts. The readings are followed by some discussion, some introduction for the next reading, and questions to keep in mind . . .

There is much that is good about the book. It truly could produce a behavioral science perspective. However, it may become outdated very quickly because of its immediate relevance . . .; it assumes a great deal of the teacher, making demands many may not be able to meet; and the language may be too complex for high school students of average ability." (See also APA, 1973.)

Sorenson, H., Malm, M., & Forehand, G. A. Psychology for living (3rd ed.). New York: McGraw-Hill, 1971. Pp. 434. $8.36 cloth. (Soon to be available in a fourth edition with Forehand as first author.)

"Psychology for Living, in the reviewer's opinion, cannot be recommended for a high school course in psychology. While most vocabulary in the text is suitable for high school or many junior high school students, the substance of the book offers a totally inadequate picture of modern psychology . . . The material most nearly resembles a series of articles from a teen magazine blended together with condescending advice. Here and there is some standard psychological material, but it is sketchily presented. The text is heavily illustrated, but the illustrations carry almost no information to the reader on the topic involved. If a teacher were looking for a survey text, there are certainly better ones available; for a mental-hygiene or adjustment-oriented course, material is given only a surface treatment, promotes passive acceptance rather than inquiry, and is often recognizably out-of-date." (See also APA, 1973.)

Tallent, N., & Spungin, C. Psychology: Understanding ourselves and others. New York: American Book Co., 1972. Pp. 567. $7.84 cloth. Accompanying materials: instructor's manual. (Now available in a second addition.)

"From the table of contents, which lists 18 chapter (9 of which include the word personality), to the last page, which lists 'Key Vocations in Psychology and Allied Fields' but mentions only six jobs ranging from psychiatrist to psychiatric nurse, it is apparent that this is a biased book. For high school students who are not college bound, the bias is not without benefits: the book includes sections on drug and alcohol abuse as well as an extensive section on love (unfortunately omitting any reference to Harry Harlow). However, the book heavily emphasizes personality and self-development at the expense of animal research and certain content areas commonly considered as basic to psychology (e.g., sensation-perception, social psychology). The result is a considerably distorted view of the discipline of psychology." (see also APA, 1973.)

Weatherly, Donald Fundamental ideas of social psychology. Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302.

"Weatherly furnishes teachers with an overview of social psychology to aid in planning effective human relations curricula."

Wertheimer, M., Bjorkman, M., Lundberg, I., & Magnusson, D. Psychology: A brief introduction. Glenview, Ill.: Scott, Foresman, 1971. Pp 236. $5.95 cloth. Accompanying materials: instructors manual and student workbook.

"Of the few texts written expressly for secondary school use, Psychology: A Brief Introduction is easily the best this reviewer has seen. The au[illegible] have been quite successful in their attempt to present an overview of the fields of psychology without the use of an argot or technical language beyond the experience of the high school student. The text represents a departure from the traditional organization of introductory psychology texts. The authors describe man as an information-processing system and discuss the traditional areas of psychology--learning, perception, personality, etc.--without that framework . . .

A good pedagogical device is the 'running glossary,' by means of which the few technical terms used are defined in the margin of the page on which they appear. Curiously, however, suggested readings for each chapter do not appear until the end of the book, and although the difficulty level of the readings is variable, there is no indication of difficulty available to the student. Additionally, a remarkable amount of material is covered within the book, but some topics are discussed only enough to whet the appetite of the more serious student . . .

The text and accompanying materials seem appropriate for a one-semester high school class." (See also APA, 1973; Forgus, 1972; Norton, 1973; Social Science Education Consortium, 1973.)

Whittaker, J. O. Psychology of modern life. New York: Human Sciences Press, 1976. Pp. 436. $9.95 cloth; $6.95 paper.

"Designed for an introudctory, one-semester high school course, this text offers a general treatment of the discipline with particular emphasis on the concerns and needs of adolescents . . .

The book tends towards a social psychological approach, with the last section devoted to current problems in American society. Whittaker often presents a topic within its sociological context, explaining the influence of the particular environment or culture on human behavior. This is important in helping students understand the variety of behavior and the impact of social norms on one's actions.

The author treats such topics as learning, perception, motivation, personality, and abnormality in a relatively general and superficial manner. Little time is spent on development, except for adolescence, and there is virtually no discussion of life after early adulthood. However, given the purpose of the text--an introduction to psychology--and its focus on the needs and concerns of adolescents, it should be a useful book for high school students, especially if supplemented by more in-depth material. Although it is not as precise nor as scientifically oriented as some texts, it will probably benefit the average student who wants to learn something about psychology without going to deeply into the subject." (See also Plows, 1976.)

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There are many, many more introductory psychology textbooks available, but they are written for the introductory couse at the college level. For an extensive list, including references to reviews, see Johnson, 1977.